

Estimated Fiscal Impact of Bill #

SB 81

Date 2/6/2009

Short Title Concurrent Enrollment (CE) Program Amendments

Contact Randy Raphael

Title Statistician

Agency State Office of Education

Phone 538-7802

## Short Form

Use only when there is no appropriation needed for state agencies, and no fiscal impact on state revenues, local governments, businesses, or individuals.

If the bill looks like it should have a fiscal note, explain why it does not. For example, a bill might put into code something that is already current practice.

Attachments welcome.

- ☒ State agencies will not require an appropriation to implement the bill.
- ☒ There is no fiscal impact on local governments.
- ☒ There is no fiscal impact on businesses
- ☒ There is no fiscal impact on individuals.
- ☒ The bill will not affect revenues.

Explain why this bill has no fiscal impact.

Lines 101-110 do not affect the amount of money appropriated for the CE program but only change how it is allocated between higher and public education. Otherwise, the bill gives a set of directives to the Regents. However, some of its provisions have consequences for public education.

## A. What parts of the bill cause fiscal impact?

Cite specific sections or line numbers.

Lines 60-61 seem to require students to pass(?) an "appropriate assessment" before they are allowed to participate in CE. Lines 73-74 seem to prohibit 9th and 10th grade students from participation in CE altogether. These two concerns are elaborated below.

## B. Which program gets the appropriation?

(Approp. Unit Code)

(To appropriate to an additional program use an additional form.)

This is \_\_\_\_ of \_\_\_\_.

## C. Work Notes: Assumptions, calculations &amp; what are we buying?

Assume that a legislator calls you in to explain how you came up with your fiscal impact and these are the only notes you get to take with you.

List all costs. Identify one-time and ongoing costs. Detail FTE impacts.

Do not say, "\$50,000 in Current Expense." Be very specific about what \$50,000 will buy.

Attachments encouraged.

Currently, the Regents already by policy (R165) provide for the use of formal written academic assessments (ACT and placement tests for individual subjects), among multiple sources of evidence, where appropriate, to determine student eligibility for CE. [For details, see: [www.utahsbr.edu/policy/r165.htm](http://www.utahsbr.edu/policy/r165.htm).] For many types of CE courses, but especially in Career and Technical Education (CTE), prior testing to determine eligibility would not make sense nor would a test appropriate for use as a prerequisite even be available. Given the budget crisis, new test development is out of the question, so lines 60-61 would effectively reduce the number of participating students and the range of possible course offerings or result in inappropriate use of available but irrelevant tests to ensure that students who are ready for and can benefit from CE will be able to do so. CTE would be affected in another way. Currently, the same Regents rule already limits CE participation to juniors and seniors and allows sophomores (but not freshmen) to participate only by exception. However, lines 73-74 would undermine Utah's participation in Project Lead the Way (PLTW), a national STEM initiative to increase the number of students who go on to major in engineering (and reduce attrition from engineering programs once they get to college), and which begins with middle school students and provides for the earning of college credit along the way. [For more about PLTW, see: [www.schools.utah.gov/cte/tech\\_pltw.html](http://www.schools.utah.gov/cte/tech_pltw.html).] The same limiting provision might even more seriously affect the partnerships between the several "early college" charter schools and local universities.

# Fiscal Impact Tables

Current Budget Year  
FY 2009

Coming Budget Year  
FY 2010

Future Budget Year  
FY 2011

D. If this is a revenue bill, show impacts here. (Select funds from drop-down menu.)

<b>Total</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

E. Show Costs to Implement the Bill by Fund (Select funds from drop-down menu.)

<b>Total</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

F. Show Costs to Implement the Bill by Expense Category.

Personal Services			
Travel			
Current Expense			
DP Current Expense			
DP Capital Outlay			
Capital Outlay			
Other/Pass Thru			
<b>Total</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

G. How will the bill impact local governments?

Your estimate of the bill's impact  
on local governments.

Attachments welcome.

H. How will the bill impact businesses?

Your estimate of the bill's impact  
on businesses.

Attachments welcome.

I. How will the bill impact individuals?

Your estimate of the bill's impact  
on individuals.

Attachments welcome.

This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.